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**Grant Proposal for iPad and Conover Communication Software**

*Executive Summary*: Too often children with autism are trapped in a world that we do not understand. These children have special needs and commonly have difficulty with everyday life, social, academic, and functional skills. These children also have trouble expressing themselves, retaining information, and fitting in to society. However, technology like the iPad may be the difference between communicating with the outside world and being locked into a closed state. I am intentionally seeking out the iPad over

With an iPad and the Conover Company Functional Skills System videos, the children with Autism that I teach will improve their ability to function independently in their homes, school, and community. Additionally, the iPad would meet the different learning styles of my students because the different applications the Conover Company provide allow for the opportunity to touch, see, hear, and manipulate.

*Statement of needs*: For the 2012-2013 school year I have nine students with Autism ages 8-12 in my classroom. As a teacher in inner city Philadelphia, we are often under-funded, and this year is no exception. There is no money left in the budget for technology for my students to use that are as rich and useful as the hardware and software that the Conover Company can offer. Our low technology, like P.E.C.S. and social cards are effective, but are not nearly as mobile, customizable and up to date as electronic software, which puts my students at a disadvantage.

The goal here is use the iPad for two-three students that have difficulty with many functional skills. Some key applications that you offer that we would use everyday include: dressing, emergency signs and words, hygiene, verbs, coins and dollars, anger management, manners, and everyday social skills. These skills fit perfectly into the domains that I teach which include: recreation and leisure, functional academics, vocational skills, interpersonal communication, and behavior modification. Too often I come across beautiful teachable moments, only to not have the resources at my fingertips to teach it. My students need repetition and multi-medium information to learn. Speaking to them isn’t enough. They need videos, pictures, colors, and sounds. I have no way of showing my students social story videos while on a walk around the neighbor hood without and iPad.

*Projects goals and objectives*: Of the nine students, two are non-verbal, one has severe social and emotional needs, and six lack other major functional life skills. Each one demands specific individualized attention and skill building. Because there are some many different needs in just one classroom, I believe one key aspect of a good special education teacher is the ability to differentiate instruction. Although I think I am doing this to an acceptable level, the iPad and the software it comes with will not only make differentiating instruction a less demanding task, it will greatly improve what I am already doing in the classroom. I am aware that my students will not be able to begin using the iPad and the software right away, so I have created a plan to introduce it into my room.

The goal is for my students to get used to seeing the iPad and treating it carefully within the first month. During this time I will introduce games and other stimulating applications, along with external rewards to help the students see the iPad as a positive thing that they want to use. Following this I will begin to introduce the life skills application. One at a time, students will practice using the application until they are able to use it when either they feel the need to communicate, or I hand it to them to complete a task or watch an instructional video through your software.

*Project narrative*: The following is a sample lesson plan that I have created, with the iPad and Conover software built in (names have been changed to protect identity)

**Interpersonal Communication: Morning Meeting**  
Objectives:  
1.Students will greet each other (with eye contact) with good morning, and by name (adult and staff)  
2.Students will be able to say the correct date (month, year, day, weather)  
3.Students will be able to recite their address and phone number  
4.Students will be able to answer questions via “tell about yourself” cards  
5.Students will be able to use sight words in a sentence  
6. Students will be able to use iPad during instruction  
Differentiated Instruction:  
Christian:  1.(say good morning and students name) 2. (will say the day of the week and weather) 3.(say first and last name) 5.&6.(identify individual letters in a sight word)  Charles/Tyler/Shawn: 4.(Higher level questioning for object uses) 6.(sentences are expected to include descriptors) Noah 5. (Three-four word sentence)  
  
Strategy:  During greetings of sight words, Chris will use the iPad to assist in saying his fellow peers names.     
  
Assessment: Informal/Data:  (with one or less prompt for each):1.Eye contact with appropriate volume and name 2. Day, date, month, weather. 3. Street name, street address, phone number. 4. Ability to show understanding/using various descriptors., OR showing the ability to sound out words to help with spelling. 5. Sentence is a full sentence and makes sense.  Noah: Sentence is audible and clear. 6. Chris/Noah Successful use of student selection via iPad  
  
**Functional Academics: Reading**   
Objectives:  
1.  Students will respond individually and as a group to directions and requests  
2.  Students will participate in the Reading Mastery Grade 1 Program  
3.  Students will read a book independently (their choice)  
  
Differentiated Instruction:  
Christian-  During instruction, Christian will work with a classroom assistant on commun.  Christian will choose from fields of 3-5 options.  Noah will work on Reading Mastery at the kindergarten level.  
Shawn & Sam:  Simplified comprehension questions (below 1st grade level) if difficulty or inability to answer the question occurs (possible use of iPad for communication/sentence building)  
  
Strategy:   
All students will focus on the teacher during the first part of reading instruction.  Students will answer individually or as a group depending on direction.  During the reading portion students will be directed to follow along with the reader using their finger/or iPad as literacy device. Students will answer various comprehension questions while reading and at the completion of the story.   
  
  
Assessment: Data collection/  Teacher Observation/  Seat work / Reading Mastery delivered oral assessment  
  
  
**Functional Academics: Math**  
Objectives:  
1.Students will participate in the Distar Math Program (basic multiplication/basic addition)  
2.Students will complete seat work independently  
  
Differentiated Instruction:  
Christian:  1.Christian will work in group B/counting using Conover Software. 1. Tyler:  Will be working on Distar 2 book 2 (multiplication/double digit addition/subtraction).   2.  Tyler will complete seat work independently when instructed to do so.   Sam, Shawn, and Charles. 1)  Will be working on Distar 1 book 2.   2)  Sam, Noah, Shawn, and Charles will attempt to work independently but need to be monitored to stay on track and to apply learned skills.  They will also use a number line as an accommodation.  Sam will continue to work on not counting past designated numbers   
  
Strategy:  Students will be split into two groups.  Group 1:  Shawn, Charles, and Sam, Noah  
 Group 2: Christian and Tyler.  After the direct instruction as shown by the book, the students will work in their workbook.  
  
Assessment: Teacher observation/Data collection/ Product of seat work/observation of iPad use  
  
  
**Functional Academics:  Writing**  
Objectives:  
Student will be able to respond to writing prompt  
   
Differentiated Instruction:  (during writing Christian will work on tracing activities) Charles will use iPad for anger management using iPad software in the likely event he refuses to write.  
  
Strategy:  Each day the students will be given a different writing prompt.  Before writing each student will respond orally.  Once everyone has come up with a response they will then write it down in their journals.  Students are expected to reply with a one to two sentence response along with the date at the top.  Tyler is expected to write three a minimum of three sentences. Charles will practice part 1 of Conover software (Anger management practice)  
  
Assessment:  Response makes sense, is legible, and includes all requirements of a sentence.  If these requirements are not met student will be prompted until requirements are met.  Students may draw a picture that relates to the topic once they have finished.   Charles: Ability to reduce anger/frustration using iPad  
  
**Functional Academics/ Interpersonal Communication:  Science**  
Objectives:  
1.Students will listen and respond as teacher reads about Plants  
2. Students will display information learned orally  
3.Students will watch Magic School bus on plants   
4. Students will plant a seed and observe   
Differentiated Instruction:  
Christian & Sam:  Will be asked to identify colors and objects, along with simple comprehensions.  Sam and Noah will also be asked to comment on opinions.  
Tyler and Charles will be asked higher order “Why” and thinking questions, using the iPad’s communication skills software  
Tyler & Charles:  Students will be asked higher order questions (“why”) questions  
Shawn:  Mostly Yes/No questions or “what” questions.  Shawn is to answer in a complete sentence after modeling or prompting.  
  
Strategy:  While reading to the students, the teacher will be doing constant checking for understanding (two-three questions per page).    
Assessment:  Teacher Observation/Data Collection  
  
  
**Interpersonal Communication/Recreation & Leisure:**  
Objectives:  
1. Students will initiate appropriate games and invite others to play  
2.Students will appropriately ask to join another peer initiated game  
3.Students will work individually and in groups to complete puzzles or block building  
  
Differentiated Instruction:  
Students will be asked to select or given ability appropriate puzzles and block sizes.  
  
Strategy:   
Teacher will model appropriate ways to invite others or join student games (board games/card games/puzzles/playing ball/ etc...)   Teacher will also model and guide students in everyday manners in the Conover software (Charles and Tyler) in appropriate conversation and chatting. Teacher and iPad will model ways to stay on topic of conversation.  
  
Assessment:  
Teacher observation/data collection

Budget: Because the Conover Company will be providing the iPad and Software instead of money to purchase these things, a budget will not need to be put in place. However, using a $100 allotment from the school district, I will be purchasing protective accessories for the iPad.

<http://conovercompany.com/grants/mobile-technology-application>

This is the page where I have electronically entered my grant proposal, fingers crossed!